A Teacher's Guide...to

CLASSROOM FOOD FACTS and FUN

Suggestions for Integrating Food Study in Elementary Grades

PREPARED BY: EDUCATIONAL MATERIALS CORPORATION, CHICAGO 11, ILLINOIS

Please give us YOUR Evaluation of this Book

Thank you for joining in this project to make **Classroom Food Facts and Fun** a better guide book for teaching about "Food for Health" in elementary grades. A limited number of copies have been printed. We want to have the ideas used and evaluated before making the booklet available for general distribution.

Please help us by taking a few minutes to fill out and return this sheet after you have used the booklet. We want and need your opinion and a report of your experience. We want to know what things you found particularly helpful, what we need to add, leave out or change. Thank you so much for your help.

(Pleose Print)

Name of Teocher_____ Date_____

Nome of School_____ Grade_____

Address of School_____ No. of Pupils_____

_____ Approx. Population of Town_____

A. FORMAT

1. Do you like the general presentation and organization of moterial on different grade levels? Yes____; No____.
2. Do you think the color and illustration increased your interest in the subject of "Food for Health" ond in trying out the activities suggested? Yes____; No____.
3. Do you feel the material should be shortened into brief, "topical" sentences in outline form rather than the way it is now presented? Yes____; No____.
4. Did you find any of the material written in longuage which was too "technical," or hard to understand? Yes____; No____.
5. Suggestions for chonge in the overoll form or organization of the booklet which would moke it more easily used:

_____

_____

_____

B. CONTENT

1. Did you find the background information helpful concerning the "why" of teaching "Food for Health" and the "how" of getting started? Yes____; No.____.

   Should "background" information be left out and more space devoted to activities? Yes____; No____.

CUT OFF ON THIS LINE

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2. Did you talk your program over with or get help from any of these people? (check).

Administrators	☐	Parents	☐
Other elementary teachers	☐	PTA groups	☐
Home economics teachers	☐	Newspaper editors	☐
School lunch personnel	☐	Radio or TV broadcasters	☐
Audio-visual directors	☐	Other_____	☐
Librarians	☐	Other_____	☐

3. Were the activities suggested at your grade level useful? Yes____; No____. Did you use activities suggested for other grade levels? Yes____; No____.

4. Did you conduct a class food survey? Yes____; No____. If yes, did you use the suggested forms in this booklet?

Yes____; No____. Other forms (name)_____

5. Did you plan and carry on activities in these areas?

	Yes	No	Plan to		Yes	No	Plan to
a. School lunchroom	☐	☐	☐	e. Using holiday festivities and food	☐	☐	☐
b. Animal-feeding experiments	☐	☐	☐	f. Arithmetic	☐	☐	☐
c. Field trips	☐	☐	☐	g. Newspaper; town or school (circle)	☐	☐	☐
d. Food selection and meal planning	☐	☐	☐	h. Radio or television (circle)	☐	☐	☐

Other_____

6. Did you make a Flip-Over chart? Yes____; No____; Plan to____.
Did you make a Flannel Board? Yes____; No____; Plan to____.

7. Did you send for additional materials from sources listed in the back of the book? Yes____; No____.

8. Which parts of the book were most useful?_____

_____

9. Which parts were least useful?_____

_____

10. What do you feel we should *add, eliminate* or *change* to make the booklet more helpful to you and to other teachers?

_____

_____

_____

C. ABOUT YOUR PROGRAM

1. What is your greatest problem in teaching "Food for Health"?_____

_____

2. What other materials do you need to help you integrate "Food for Health" study in the subjects you teach?_____

_____

3. Did you use the *Make-A-Meal Baak* in connection with your "Food for Health" project? Yes____; No____.

Comments on *Make-A-Meal Baak*_____

_____

4. Did you use any of these Wheat Flour Institute Materials? (check) *How to Conduct a Rat-Feeding Experiment* ____ *Design for Better Living (Basic 7 Chart)* ____; *Eat to Live* ____.

5. What activities did your class engage in which you think could be included in the next edition of *Classroom Food Facts and Fun?*
(use extra pages if necessary)

_____

_____

_____

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to the Elementary Teacher

This booklet was prepared as a guide to help you teach what we call "Food for Health." It is an important subject of everyday experience which fits into almost any phase of modern teaching.

Classroom Food Facts and Fun presents material to help you help your pupils improve their present eating habits—to establish healthful food practices that will persist in adult life. Many teachers have already discovered the fun and satisfaction of including food study and experiences in regular class work.

We realize the curriculum is crowded. Yet, for some pupils, your classroom represents their only opportunity to learn the relationship of food to health. This booklet suggests methods of making food study fun—and of getting facts across to your pupils with minimum effort as a part of the general study plan you are already following.

The Wheat Flour Institute has prepared two companion booklets to this one. *Eat to Live* provides basic facts in easy, understandable style. The *Make-A-Meal Book* of food cut-outs presents over 100 line drawings of food, ready for coloring by pupils and use in a wide variety of ways. These three pieces of material are planned to be used together—to provide facts, suggested methods and activities. You will also find suggestions for many additional sources of help.

In this book on methods you will find specific suggestions for activities for pupils at different grade levels. Children learn by "doing." They learn *more* easily when they accept the reasons for "doing." They learn *most* easily if their "doing" is part of new and exciting experience—related to daily living. The activities outlined will suggest others to meet the needs of your class.

Much of this booklet was prepared with the counsel of teachers and educators and as an outgrowth of a workshop in Methods of Nutrition Education, conducted at Texas Technological College by Willa Vaughn Tinsley, Ph.D.

These first copies are being circulated nationally for use and evaluation in selected elementary classrooms on a test basis. We sincerely hope the booklet will be of help to you. We would appreciate your comments and suggestions for improvement.

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CHART
SLIDES

PART I

Starting

WHY TEACH "FOOD FOR HEALTH" IN ELEMENTARY GRADES?

What Your Pupils Gain . . .

- *Improved attitudes* concerning food and its relation to health. Pupils need to develop interest in and wholesome attitudes toward food—to learn how it builds strong bodies and helps them grow.

- *Improved eating habits* as pupils and their parents understand why they need certain foods—and why a selected variety of foods should be eaten. These early habits determine in large part the way the teen-ager and adult will later eat.

- *Better health* through better food selection. The importance of eating recommended foods cannot be over-emphasized. Studies show that good eating habits help prevent many kinds of illness and aid in more rapid recovery following illness.

- *Increased vigor and mental alertness* as pupils regularly eat the foods their bodies need. The day's total food is the important thing. You may have discovered, for example, that pupils who eat a good breakfast are able to do better morning class work than those who skip or skimp on this morning meal.

- *Feeling of well-being*—a cheerful disposition that naturally goes with health. You will usually notice the happy, contented outlook and cooperative spirit of pupils who feel well.

- *Self-confidence* in knowing personal food needs and the important part that food plays in daily living.

- *Increased interest* in and appreciation of all phases of food; its production, processing and preparation. Food is a subject pupils like to study. They enjoy learning everything they can about the food they eat.

- *Increased knowledge* and learning about many subjects, with food as the common denominator. Subjects, such as arithmetic, science, history and geography, become more understandable and meaningful when expressed in terms of food, which children know.

What You, as a Teacher, Gain . . .

- *The satisfaction* of contributing to a basic need of children. In some cases you may actually see evidence of better eating habits. There is a sense of accomplishment in helping your pupils attain happier lives through better health.

- *A tool* to help make other subject matter more interesting and meaningful to teach. Food is fun—to eat, to study, to talk about, to read about, to illustrate. You create interest in many subjects when you relate them to food—which everyone likes.

- *Pupils who are easier to teach* because they respond more readily—pupils more alert because of better eating habits. You may be able to see the improved response of children in their work or play. Children who are listless or nervous, or who are unable to concentrate, may be the ones who are not eating recommended foods in needed amounts.

- *More regular attendance* as pupils remain in better health. Chances are there will be a reduced number of "stay-at-homes" for colds and other illness.

- *A better personal understanding* of food and its relation to health as a result of your teaching. You will discover more about your own food needs and gain increased respect for what good eating habits can mean.

- *Recognition by parents* and others in the community as you make a valuable contribution to the needs of children. As you organize and launch a continuing program to improve eating habits, many parents will learn to know and appreciate your efforts.

- *An enjoyable, working relationship* with administrators, teachers, school lunch personnel and others in the school as you cooperate in joint projects to teach children more about food.

- *Increased recognition by the community* as you use food—the basic need shared by all—to bring together pupils, parents and others working toward a common goal.

Other Plus Values . . .

Any sound program designed to improve food habits eventually uses community resources outside the classroom. You may sometimes find it difficult to get an accurate measure of the good you accomplish. But measured or not . . . you know it is there.

As you work in your classes to help children improve their eating habits—you are working to help build stronger, healthier families—working to improve the health status of your immediate, national and world community.

HOW TO START A PROGRAM OF "FOOD FOR HEALTH"

STEP 1

Read through this booklet and the companion fact book, *Eat to Live*, and other references—to find a basis upon which to start making your plans.

STEP 2

After you have read the suggestions in classroom *Food Facts and Fun* and thought about them in relation to what you teach, you can set up both immediate and future goals. Your long-range goal will always be healthy, well-nourished children. Your immediate goals relate to your own class. You will want to plan activities to help accomplish these aims. So take a look at your present curriculum to see where food study can be included.

STEP 3

Determine the physical and mental progress of pupils at your grade level. You may want to consider your class in relation to the information in the chart, "As Children Progress—Their Needs Change," page 14. Adapt types of activity to the abilities, attitudes and interests of your pupils. If health records showing physical and dental examinations are available in your school, study them. You will frequently find information about individual pupils which will help you determine their special needs. In any program to improve health and build good eating habits, it is important to *start from where you are.* Tailor *your* program to the needs of *your* class.

STEP 4

Consider your sources of help.

• Administrators

Your next step is to talk with your supervisor, principal and superintendent about your ideas and plans. These people are busy, so don't be discouraged if at first they may seem disinterested. They often will give you many good suggestions. Administrators will appreciate the initiative you show and encourage you. Your principal may even be interested in using "Food for Health" as one of the major school projects for the year.

• Other Elementary Teachers

Other teachers may already have found successful ways to integrate food study in their classes. Or, in some cases, you may stimulate their interest and gain their cooperation in the program you want to get under way. You may be able to coordinate your program with earlier studies of your pupils. The learning process often progresses faster with more lasting results through an exchange of ideas among teachers of different classes.

• Home Economics Teachers

If there is a high school homemaking department nearby, you may find the homemaking teacher a valuable source of help. She can help you check facts. She may be able to lend you helpful materials or offer suggestions about where you may obtain free and inexpensive teaching aids. Usually, the homemaking teacher can help supplement and reinforce your work by talking with your pupils, or by sending some of her students to talk with your pupils on various aspects of food and health. Thus, a double learning situation is created—for the high school girls must learn a subject well in order to help teach it.

You may be able to obtain some kind of help from college home economics departments. Frequently, student teachers are available to help.

• School Lunch Personnel

Talk with the people in charge of the school lunchroom about your plans and what you expect to accomplish. Lunchrooms can and should contribute to the education of children. The full use of lunchroom facilities provides opportunity for the child to apply newly-acquired information about food as he selects his noon meal. The lunchroom furnishes not only the noon meal, but a new experience and learning situation. Your efforts may encourage recognition of the important part the lunchroom manager can play in a "Food for Health" program.

• Audio-Visual Directors

The audio-visual departments of school and public libraries will be able to secure films and filmstrips to help you teach more about food. Ask for help. Often county and state health departments have film libraries from which you can borrow visual aids and other materials.

• Parents and PTA Groups

The final success of your program depends on its carry-over into the homes of your pupils. Talk with parents individually and in parent-teacher meetings. Of course, you may sometimes encounter misunderstanding rather than enthusiastic support. But discretion—offering and asking help rather than suggesting criticism — usually wins the cooperation of mothers and fathers.

• Editors of Newspapers; Radio and TV Broadcasters

As your program progresses, discuss your plans with these people. They will be able to help publicize and dramatize your class activity—calling the program to the attention of the community. Ask for their suggestions. They often welcome the opportunity to provide news coverage. Local names and happenings make a newspaper or broadcast more interesting to the community. If you can't reach editors and broadcasters directly, write them a letter and ask how you may work with them in providing information. Additional suggestions for working with these groups are found on page 34.

• Other Resource People

Extension leaders, state, county and city nutritionists, home economists in business, public health leaders, dietitians, nurses, physicians and dentists may also prove helpful. The goal of these people is often much the same as yours. You are helping them—so they will be pleased to help you. Don't hesitate to ask their advice and counsel. Often such groups as the Community Chest and other active community organizations can suggest specific resource people.

• Libraries

Talk with school and public librarians to obtain their help in finding materials. They can tell you about reference books. Knowing of your interest, they will usually be glad to keep you informed about new teaching aids which might be useful. Your questions will encourage librarians to order books which they may not have on hand.

• Educational Materials

There are colorful booklets, teaching outlines, charts, food models, filmstrips, movies and other kinds of teaching aids available from many sources.

Federal, state and local agencies, professional associations, food and equipment companies and many colleges and universities have published good material. The U. S. Department of Agriculture in Washington provides much sound, up-to-date information. A list of some of the organizations supplying helpful material is provided, page 49.

When you write for materials, state why you want them and how you will be using them. This will save needless correspondence. Many groups are glad to provide material free or at modest cost. In making your request, provide: 1) name of school; 2) address; 3) teacher's name; 4) grade; 5) number in class; 6) any other information pertaining to the way you plan to use the material.

If you want pupils to write for material, it is best that only one from a class write to each company or source—and that all the above essential information is provided.

WHERE DOES FOOD STUDY "FIT IN"?

The study of food to establish good eating habits fits into almost every phase of school work. Pupils translate what they learn into attitudes and habits about food and its relation to their daily lives. As you plan activities—consider the following three areas:

1. On-Going Activities

What regular activities, in and out of the classroom, involve food? How can learning about foods be integrated with daily activities? The school lunchroom is one good example. The lunchroom can and should be much more than a place to eat. Pupils learn there as well as in classrooms. Their experience can be directed into rewarding channels.

The meals pupils eat at home or at public eating places, between-meal snacks, the lunch boxes packed for school—all provide opportunities for learning about food. Regular trips children take to food stores, the parties they attend, the movies they see, the stories and books they read—even the radio and television they enjoy—can all be used to advantage in helping children know, understand and appreciate food and what it does for them.

2. Subject Areas

Consider each of the subjects you teach. Food study can frequently be integrated with much benefit. Food names and terms can be added regularly to spelling lists. Food is a subject to be written about and for talks in language arts. Study units covering such topics as "The American Indian" — either historically or present day — can include information on what Indians eat, how they raise or obtain their food, how they prepare and serve it. In science classes, pupils will have fun learning about the way plants and animals are nourished and grow. When experimental animals are dissected, pupils can study bone and skeletal development and discuss foods high in calcium and other nutrients which promote bone growth. Food provides a fresh, new approach to any subject — arithmetic, science, health, art, music, social studies.

3. Special Units

In some cases you may want to plan special study units on food. Pupils may work together in developing a program to discover all they can about food and its relation to growth and health. In such cases, a special time of day may be set aside for the food project. The class might decide to investigate all the different kinds of food grown in a community, state, section of the country or part of the world. They might plan food surveys of class, school or community. There could be special reports of famous people in the field of foods, history of certain foods, of food customs in foreign lands, of improvements in food processing and preparation since the days of the American colonists. Animal-feeding experiments might be planned. Special food study units can result in much interesting and worthwhile learning.

AS CHILDREN PROGRESS

HOW YOUR PUPILS GROW

USING THIS CHART • This chart is presented as a general guide for planning a "Food for Health" program suitable to your class group. Factors of growth, ability, attitudes and interests are outlined within a wide area in relation to suggested activities.

As every teacher knows, the children in any class differ greatly. Neither age nor grade level can be used as an index of growth, ability or attainment. The child is much like his classmates in many ways, yet different in other ways.

PRIMARY (Grades 1-3)

1. The healthy child has bright, clear eyes, good color, straight legs, good posture and great vitality.
2. Rates of growth in height and weight slow down, although you may sometimes see changes within a three-month period. There are many variations, but most children may grow 1 to 2 inches taller and 3 to 5 pounds heavier each year at this stage.
3. Arm and leg muscles develop faster than hand muscles. The child is gaining more control over his body and losing awkwardness. Ability to coordinate hand-eye movements improves.
4. The bone structure of 6-year-old girls may equal that of 7-year-old boys. The first permanent teeth, the 6-year molars, appear—followed by the central incisors. Leg bones lengthen in proportion to the rest of the body.
5. Children of this age usually tire easily and need to be encouraged to rest and relax frequently. Colds and respiratory infections are frequent, and childhood diseases may spread rapidly through the group. The heart must be protected from strain during convalescence, since it is growing rapidly and is easily damaged.
6. Over-anxious parents may at this stage upset children concerning eating habits. Or, the opposite condition may develop—in which parents lose sight of the child's food needs in the family rush to get to work or school.

MIDDLE ELEMENTARY (Grades 4-6)

1. Good health shows in seemingly inexhaustible energy. The child at this stage appears always in a hurry, impatient of routine and orderliness, prone to accidents.
2. Gains in height and weight continue relatively constant until they slow noticeably just before pubescence. Then rapid changes may occur, although individual children show wide variation. Girls usually develop signs of maturity earlier than boys. But individual children of the same age may seem as much as five years apart in their development.
3. Muscular coordination and hand-eye movements improve. Children can use small muscles better. Posture may reflect need of medical care, attention to diet, possibility of infection or maladjustment.
4. Bone structure develops and to outward appearances may approximate maturity in some girls later in this period. Permanent teeth continue to appear. Effects of diet deficiency or illness show in rate and progress of skeletal development.
5. Children will have had or will have gained immunity to most childhood diseases. They usually tire easily and frequent periods of rest are needed. Eyes show whatever defects there may be and sometimes must be corrected by glasses. First signs of sexual maturity appear in some children. Girls may begin to menstruate at any time from 10 to 16 years. Boys may enter first stages of puberty.
6. Food becomes of more interest without too many prejudices and preferences.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

1. Individual differences in height, weight and general appearance show markedly.
2. Rapid gains in height or weight occur after the first signs of puberty—in the period called the "pubescent spurt." Girls are usually taller and heavier than boys of the same age.
3. Many children at this stage, especially boys, appear awkward as frame and muscles grow at different rates. Coordination and posture are often poor. Children tend to be restless and tire easily.
4. Permanent teeth, usually 28 in number, have appeared at 13 or 14 years. Some children wear dental braces.
5. This is a period calling for understanding and guidance to avoid undue self-consciousness and embarrassment in children. They mature rapidly with accompanying changes in voice, figure, weight, skin and sexual development.
6. Appetite is usually hearty, but children of this age may at times reject food subject to whim and mood. Unwise food choices are not unlikely.

— THEIR NEEDS CHANGE

For the teacher, the important thing is recognition of the individual child's physical, mental and emotional progress. One child may seem further advanced in some respects. A second child may appear slow in other phases of development. Insofar as possible, the class program is planned for both extremes—with recognition that the child who seems further advanced at one point may at another be overtaken by the slow starter.

Plan your activities to reflect the individual needs of most pupils, with an eye to their future in the gradual development of your program.

THEIR ABILITIES, ATTITUDES, INTERESTS

PRIMARY (Grades 1-3)

1. Children are most effectively reached through the avenues of simple sensory experience. They respond more to sight, sound, smell, taste and touch than to thinking and to thought processes. They gain ability to dress, protect and care for themselves and begin to accept some of the responsibility of helping at home and school. As children progress, it is possible to hold their attention for longer periods. They increasingly develop a sense of balance, skill in games and sense of rhythm. Growing bodies demand exercise and activity.

2. Increasing independence and self-reliance show at this stage. Children tend to play in larger groups in which each demands a "turn." Certain children may also show signs of withdrawal and should be helped to find a place in group play and activities. Late-risers may miss breakfast in their rush to go to school, while others may eat carelessly and miss foods they need. Most children reject strong flavors in foods. Under stress, the child may revert to thumb-sucking or develop the habit of nail-biting.

3. Children appear more interested in strenuous activity and in "doing" than in results. They respond to dramatic and musical activities; crave action, games, speed, noise and the excitement of boisterous play.

MIDDLE ELEMENTARY (Grades 4-6)

1. Children gain in capacity to **understand** without the limitations of actual experience. They learn increaslingly to cooperate and to accept group decisions. A growing sense of responsibility shows in willingness to take care of a room, clothing and personal hygiene. They can develop skills in games requiring greater coordination. There is a demand for immediate results. But attention to a game, subject or task lasts longer, with willingness expressed to practice in order to succeed.

2. Games requiring control, strength and endurance are sought, in the desire to compete and excel. Recognition of leaders brings acceptance of "followers." The child who fails to achieve or has emotional or physical handicaps may show signs of increasing rebellion. Boys separate from girls in games, interests and recreation, with increasing antagonism between the two groups. Both boys and girls gain a greater consciousness of sex differences.

3. Interest in food grows from simple experience to understanding and appreciation of foods as they relate to health, athletic prowess and good looks. Children express the need for prestige and security, gained through real distinction or boasting, through family acceptance and understanding, or through gangs or clubs.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

1. The child reaches the stage of **applying and using** knowledge and information — not always gained through personal experience and understanding. Approaching physical maturity gives some an advantage in sports and recreational activity, while others seek to excel in the classroom. Both boys and girls show keen competitive spirit, disciplined by recognition that they will be helped by coaching and guidance. Because children differ greatly in physical development and personality, some will need to be watched to prevent strain. Boys show more stamina than girls.

2. Teamwork and sportsmanship gain greater importance as children turn to organized sports fitting their age and sex. They show group and team loyalties. Their interest in clubs and groups leads to the development of codes and rules by which they will abide. Social dancing gains acceptance. Continuing and noticeable body changes add to growing sex awareness.

3. Children are more interested in improving personal appearance. Girls will accept the need for good food habits to help complexion, hair, good looks. Boys relate food to strength and ability to "make the team." Both may develop huge and sometimes temperamental appetites – underscoring the need for good food habits. Overweight may be a problem to some girls. As children show interest in personal health, they also become aware of some of the problems of public health.


FOOD FACTS & FUN

PART II

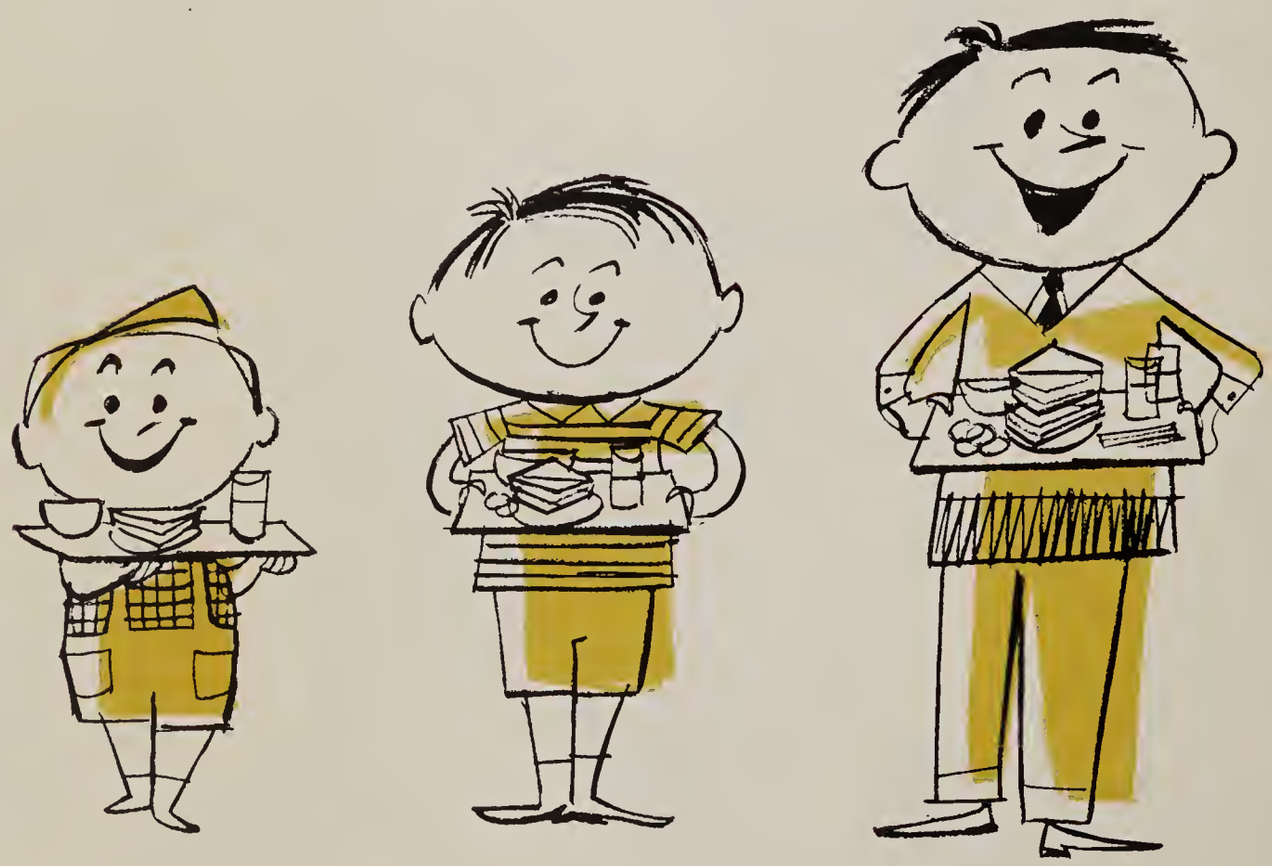
Action

TEACHING "FOOD FOR HEALTH" AT DIFFERENT GRADE LEVELS

The following activities are suggested to help fill the special needs of your pupils. Ideas are presented according to grade levels. You may, in some cases, borrow and adapt the suggestions for higher or lower grades to your class. For example, if you have a small class or have cooperative parents who will help supervise, you may be able to plan activities for second graders which would ordinarily be left for upper elementary children. The lists serve merely as a guide. After scanning them all, you will want to select those activities which you feel will be most helpful to your class. You may want to discuss several possible activities with pupils to find out which ones they prefer.

Consider what your pupils already know and what they have previously studied about food. Ask yourself what specific knowledge, attitudes and practices your pupils can gain in the activity you choose. This is a statement of goals. How can you and your pupils plan, organize and direct the activity to meet your particular objectives? Specific activities should be undertaken only as they can be made to contribute to your class objectives and long-range goals.

One group of teachers developed these general and specific objectives. You may find them useful as a guide.



General Objectives

1. To help children build and keep good eating habits.
2. To develop within each child an interest in foods that are necessary for normal growth.
3. To help build the idea that eating is a pleasure and to avoid any suggestion that might create an over-anxious or negative attitude toward food.
4. To keep suggestions and activities simple, practical, and in terms of food as the child can know and understand it.
5. To develop cooperation between the school and the home in relation to the food and health program.
6. To develop a plan in which building good food habits becomes part of general health education.
7. To provide integration of food study with other teachers and in all subjects.

Specific Objectives

PRIMARY (Grades 1-3)	MIDDLE ELEMENTARY (Grades 4-6)	UPPER ELEMENTARY AND JUNIOR HIGH (Grades 7-9)
To create within the children an interest in forming good eating habits in relation to good health.	To develop within the children continued interest in their eating habits in relation to health.	To stimulate within pupils an interest in good eating habits because of their relationship to personal problems such as good appearance and ability to participate in physical skills with satisfaction.
To provide opportunity for developing and establishing desirable habits.	To lay a foundation for instruction in upper grades through simple subject matter about foods.	To maintain interest in food practices which have been initiated.
To provide means for sustained interest and evaluation of desirable food habits at home and at school.	To give children both the knowledge and incentive to establish and maintain good food habits at home and school.	To enable pupils to evaluate and self-direct food choices at home and at school.
	To help children understand that food affects the way we feel, as well as the way we grow and mature.	To help children achieve buoyant health and to realize the joy and satisfaction of being in good health.

FOOD SURVEYS

One way to create interest in "Food for Health" is a class food survey—to check what pupils are eating and what is missing from their daily diets. The survey is a positive step toward building better eating habits, by finding out needs.

Studies have shown that a 3-day record provides a reliable index to individual food habits. You may want to use the forms on pages 43 – 44 – 45. Other survey forms are available. See "Organizations Offering Material," inside back cover. Or, you may prefer to make your own lists of foods common to your area and let pupils and parents check foods eaten. Less "write-in" is required and spelling isn't a factor in the survey form. Sunday, Monday and Tuesday are good days to keep records. Then you would include one weekend day and two regular week days.

Explain the purpose of the survey to pupils. Or better, lead them to decide that a food survey is the best way to find out what foods they need to eat more often.

Enlist parent cooperation before beginning the survey. You might write letters explaining why the survey is being undertaken. See suggested letter, page 46. Parents are usually willing to help in any project that helps their children. Work with parent groups. Many parents will join in meetings called to discuss children's eating habits and needs.

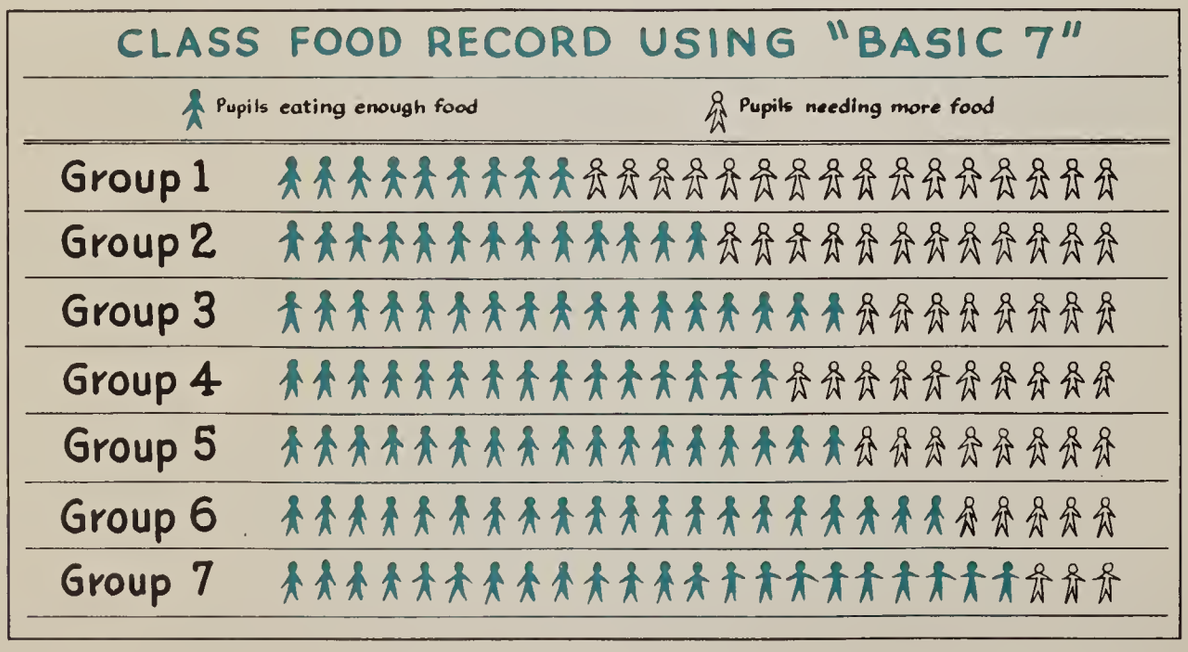
Talk with individual pupils about the results of their own records, but do not let individual scores be known to the whole class. Pupils in the "poor" groups should not be embarrassed by class discussion. Emphasis should always be on the **total** number of good, fair and poor diets in the class.

Make charts and posters showing the results of the survey from the point of view of the whole class. For instance, there might be eight pupils with "Good" food records, 10 "Fair" and 15 with "Poor" eating habits. Each child will know in which group he falls and will try to get into the higher group.

A second survey, several months after the first, will help you check to see whether eating habits have actually improved. Children will be interested in seeing how far their class has progressed. New charts will show "before" and "after" comparisons.

Consider these objectives in planning your food survey. Why is it a worthwhile project? The needs of your pupils may be different from those in other parts of the country. But these expected outcomes are basic:

1. Increased interest and respect for food and its relation to health.
2. Improved eating habits.
3. Increased knowledge about foods and why they are important.
4. Increased ability to evaluate one's own eating habits.
5. Establishment of a sound basis for directing food study to fit the needs of pupils.



PRIMARY (Grades 1-3)

Make posters showing foods lacking in the diets of most pupils. Ask pupils to suggest ways to include these foods in daily meals. Ask them to look for illustrations in magazines showing different ways to prepare a particular food. For example, if milk is low, it might be pictured in soups, cheese, ice cream, puddings and custards and many other ways. Sometimes it will be possible to bring different kinds of foods to the schoolroom. If citrus fruits are low—bring oranges, lemons, grapefruit, limes, tomatoes and other "Basic 7" Group II foods to class and have tasting parties. Let children name different times of the day when citrus foods may be eaten. For example, if fruit is not eaten at breakfast, it might be eaten as a between-meal snack or as dessert for lunch or dinner. Lead children to understand *why* it is important to eat a selected variety of foods every day.

MIDDLE ELEMENTARY (Grades 4-6)

Lead children to discover the importance of eating a variety of foods from the "Basic 7." Discuss ways to improve eating habits—by selecting a variety of foods. Let pupils plan posters showing the results of their survey. Many arithmetic problems can be built around the results. Pupils can figure how many servings of food are missing from "Good," "Fair" and "Poor" diets; how many servings are eaten. Share results of the survey with other classes or with the school at assembly. Stories may be written about ways pupils are going to improve eating habits. Pupils can take the initiative, under your direction, working out class "improve-your-diet" campaigns. Use all facilities for publicizing your campaign, such as bulletin boards, the school or even the local newspaper, school assembly, parents' meetings and perhaps local store displays.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

Pupils at this grade level can do all the activities suggested for younger pupils. In addition, they may write skits for assembly programs telling about their food campaigns. Pupils may arrange displays in the school lunchroom, showing why foods are important for growth and health. A class may be divided into committees to work on different ways of presenting survey results. Pupils may even be interviewed on radio and television. They may write stories for newspapers. The food survey can be the springboard for many activities. For instance, when certain food groups are found to be low in the class record, assign groups of pupils to plan exhibits and displays showing number of servings in the food group needed by their age group. Pictures and models can be used to show the variety of ways to include extra servings of the food group in the daily meal plan.

ANIMAL-FEEDING EXPERIMENTS

White rats are exceptionally good animals to use in food study. They are easy to care for and show rapid growth. They are not usually thought of as pets. If it is not possible to use white rats, other kinds of animals may be used. Teachers have planned and conducted experiments using chickens, ducks, birds, rabbits, guinea pigs and hamsters.

The booklet, "How to Conduct an Animal-Feeding Experiment," is available from the Wheat Flour Institute. This booklet gives complete instructions for building cages, planning and carrying on the experiment.

Young children will be interested in the animals and in watching them grow. This is a good way to show children how foods promote growth. An animal-feeding experiment shows children that all the foods work together—that both animals and people need a variety of foods from the "Basic 7."

The animal-feeding experiment may provide activities in many other subjects. Pupils can make charts and posters about the experiment. They can tell other classes about it. They can write letters. Arithmetic problems can come from a discussion of size and weights and numbers of foods eaten.

Specific objectives should be developed before you begin an animal-feeding experiment. What can your pupils learn by watching animals grow; by sharing the results of the experiment with others? Of course, older pupils will be able to understand and carry out more detailed experiments. Expected outcomes for higher grades will be expanded accordingly. In varying degrees, according to grade levels, pupils should learn that the way they eat affects the way they grow, the way they look, the way they think and feel. Pupils in all grades should gain:

1. Increased understanding of the way food promotes growth.
2. More interest in food and its relation to health.
3. A desire to develop better eating habits.

PRIMARY (Grades 1-3)

For very young children, a rat experiment should not last more than two weeks. Children can watch growth in this length of time and can see the difference good and poor diets make. Older pupils may be invited to come into the room and handle the rats. Feed one rat some of all of the "Basic 7" foods. Feed a second rat a diet in which at least two or three of the basic foods are missing, such as enriched bread, meat, milk and green vegetables. Children may take turns feeding the rats, but caution them to follow directions or the experiment will fail. The class will have fun naming the rats, though they should not be allowed to make lasting pets of the animals.

MIDDLE ELEMENTARY (Grades 4-6)

Older pupils will be able to understand more about the experiments. They can weigh and keep records of growth. The experiment may be conducted for a longer period of time, if desired, in order to put across certain concepts. The diets may be switched at the end of a certain period in order to show that it is necessary to *keep* eating a good diet in order to *keep* growing. If a food survey has been conducted, you might feed one rat a diet made up from the "Basic 7," and feed a second rat the "Poor" class diet. Be sure that the diets selected are based on total day's meals rather than a single meal such as lunch—or an unreal situation is created. Arrange schedules so that all pupils may share in the various activities connected with the project. All pupils may keep individual notebooks with their own interpretations of the experiment.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

These pupils may undertake different, more elaborate experiments. The diet plan suggested in the Wheat Flour Institute booklet, *How to Conduct an Animal-Feeding Experiment,* has proved a useful teaching device for this group. The experiment shows how foods supplement each other in diet. Rats fed only milk grow, but they lack iron which causes them to show signs of anemia marked by pale eyes and tail. Rats fed only enriched bread do not grow nearly so well, but they have sufficient iron—and do not show signs of anemia. Rats fed both enriched bread and milk are in excellent health. Other experiments may be set up using different diets to teach definite concepts. Older pupils may later dissect experimental rats to see differences in bone growth and structure. They can present the record of the experiment to other classes.

USING THE SCHOOL LUNCH

The school lunch program was planned to improve the nutrition of children. It is, therefore, one of the most natural sources of help for your "Food for Health" program. In most cases the school lunch manager will be glad to work with you. The lunchroom gains in importance in the total school program as classroom and lunchroom take part in joint projects.

As with other activities, any projects you plan using lunchroom facilities should have definite objectives. Before you begin, analyze the activities and see which of these and other goals may be accomplished:

1. Increased pupil interest in the lunchroom, as a foundation for building better eating habits.
2. Increased respect and knowledge concerning foods needed for good health.
3. Improved habits of food selection.
4. Better health of children.

PRIMARY (Grades 1-3

- Ask the school lunchroom manager for advance copies of school lunch menus. Discuss them with children. Ask pupils to tell ways that they think are good for learning to like new foods. Discuss how foods help children grow. In schools where there is a choice of foods in the lunchroom, talk about different food combinations. Locate foods on the "Basic 7" poster.

MIDDLE ELEMENTARY (Grade

- Ask the school lunchroom manager to discuss the planning of menus with children. Under the manager's guidance, children can help. This fact can be made known throughout the school. For example, it might be posted on the bulletin board that the 5th grade will plan the lunch one week, the 6th grade the next week and so on. Children will take more interest in eating in the lunchroom if they feel they have helped or had some part. They will learn about food at the same time.

UPPER ELEMENTARY and JUNIOR HIG

- In cooperation with the lunchroom manager, appoint committees to study problems connected with the school lunchroom and help work out solutions. For example, sometimes pupils do not want to eat in the lunchroom because it is "no fun." In some schools students have solved this problem themselves by organizing programs and "amateur hours." The lunchroom then becomes important for social reasons as well as a place to eat. Classes may take turns being in charge of the lunch period. Sometimes the problem is one of table manners and conduct. Pupils can work with you and the

- Discuss with children the different kinds of simple posters they may make. Ask the school lunch manager's permission to display the finished posters in the lunchroom. The posters might show illustrations of happy, healthy children, captioned "Food Helps Us Grow." Or, the posters might be built around foods in groups such as those of the "Basic 7."

- Discuss with your class what constitutes good habits in the lunchroom—washing hands, selecting the right foods in proper amounts, correct use of silver and other good table manners. Pupils may make and display colorful posters on "Good Lunchroom Habits."
- Discuss good meals and point out why sweets are left until last. Talk about when to eat candy and "snack" foods.

1-6)

- In some schools it is better to appoint a committee of about five pupils to work with the school lunch manager and report back to class.

- After discussing menus with the manager, pupils may print the menus and post them on hall bulletin boards to inform the others in the school what will be served each day or each week. Take advantage of seasons and holidays and illustrate the menus accordingly. Use pumpkins, goblins and other Halloween motifs during October. Choose paper and crayons of appropriate color for the occasion.

- Make special exhibits using food models, or make food models out of papier-mache. Arrange them for display in the lunchroom, school library or halls. These displays may be built around a theme, such as: "These Are the Foods We Need Every Day"; "Basic 7 Food Train"; "Health House"; "What's Missing from This Lunch?"

Grades 7-9)

lunchroom manager in setting up their own rules. They can take turns being "hosts" and "hostesses."

- Pupils may make posters showing "Favorite Foods Served in the Lunchroom." This activity could be preceded by a survey to discover pupils' favorite foods. Start with a list of good foods. Changes in "food favorites" may be shown in chart form.

- Pupils can conduct surveys among lower grades on food preferences. Then, they might work out campaigns to create an interest in foods which are not being eaten. The lunchroom manager can plan to serve a certain food in a form new to the children. Teaser posters may be used to alert the children to the "mystery dish" so they will all look forward to trying it. Or, it may be served as a "taste" dish.

- Projects may be undertaken to make the lunchroom more attractive. Older pupils can work on table centerpieces, place mats, murals or colorful inexpensive curtains. The atmosphere of the lunchroom is often an important factor in building food acceptance.

FIELD TRIPS

Plan carefully with the class and with the person who will be the guide at the place being visited before "setting out." What are pupils to look for? What can they expect to learn? What questions might they ask the host? What is to be the "follow-up" in class?

Sometimes it is possible to plan sack lunches or meals at a park or cafeteria in connection with field trips. In this case, you would want to get mothers to help.

Usually a field trip is an outgrowth of a class unit. There are many good opportunities for worthwhile learning. Investigate dairies, grocery stores, bakeries, mills, farms, restaurants, and similar types of establishments relating to food in your community. Talk with the people you plan to visit well in advance. Plan so that different types of field trips are scheduled over the years.

VISIT GROCERY STORES

Primary (Grades 1-3)

- Pupils can be shown through the store. Ask them to look for foods they have never seen before. Talk about where the grocer gets his food. Some foods are grown locally, others shipped in. Where do they come from? Breads may come from local bakers. Look for different forms of food.
- Afterwards, pupils can write about the foods they saw. Posters can be made. Letters may be written to friends or parents on "Foods I Saw at the Grocery Store," and "Thank You" letters to the grocer. Oral reports may be given.

Middle Elementary (Grades 4-6)

- Older pupils can take more responsibility in planning. Divide the class into groups and assign each group a special section of the store on which to report. One group might report on the kinds of vegetables found in the store, another on meats. List the types of food; how they are presented—fresh, frozen, canned; how they will later be prepared and served. Another group of pupils might report on the kinds of baked goods—bread, cakes, cookies, crackers and doughnuts. Another group might be assigned dairy foods. Perhaps menus might be planned and shopping lists made as an outgrowth of the trip.
- A class scrapbook could be compiled, based on each report. Pictures, drawings or magazine cut-outs might be used to illustrate each of the different kinds of food. This project can continue during the year. When pupils finish assignments early, they may work on the scrapbook.

Upper Elementary and Junior High (Grades 7-9)

- Arrange with different grocers to display the best of pupils' food posters. The posters may be designed around "Basic 7," or another "Food for Health" theme.
- During the trip to the store let pupils record prices of different kinds of foods. For instance, one student might check prices on all forms of beans. There will probably be several prices for canned, frozen and fresh beans. On return to class, discuss the reasons for the variation of price—based on quality, transportation, processing method, the number and pay of workers needed to produce the finished product. Talk about what the different foods discussed contribute to good health.
- Ask a grocer to discuss with your class his problems in running a store, getting food, keeping it sanitary. The interest in food thus created should be related to "Food for Health."

VISIT RESTAURANTS

Primary (Grades 1-3)

- You may be able to arrange a class trip through the school cafeteria or a nearby restaurant. Plan in advance the kind of meals pupils will select. Make lists of foods eaten for the first time, or foods served in a new way. Talk about the different colors, flavors and textures of foods on a cafeteria line or served in a restaurant.
- Practice table manners by asking children who have eaten in restaurants with parents to act out their visits.

Middle Elementary (Grades 4-6)

- Set up a mock restaurant at school. Let pupils take turns acting as customers and waiters or waitresses. Perhaps children can ask parents to collect menus for the class. Make class menus listing foods and meals to order. Give prices. Let pupils add costs of different food combinations. Discuss foods selected. What foods should be added?
- Discuss the correct way food must be handled in order to be clean and sanitary when it reaches the customer. Discuss with children the things they are to watch for at the restaurant. How does restaurant food differ from food at home? Let pupils make reports about their impressions of the restaurant.
- Discuss different kinds of restaurants and why some of them charge higher prices because of more service. Talk about restaurants with different nationality influences, such as Chinese, French and Italian.

Upper Elementary and Junior High (Grades 7-9)

- Arrange with the manager of a well-run eating establishment, or with the school lunch manager, to show pupils through the kitchen. Ask the restaurant manager to tell pupils about his problems. How much food does he buy.? Where does it come from? Is the restaurant operator able to buy food in large quantities at lower cost than the homemaker buying only for a family?
- Discuss how cooks and servers make plates look good through color and arrangement. What extra touches are used? Ask pupils to figure prices of different kinds of meals. What are the reasons people like to go to restaurants, other than just to get food? For instance, it is fun to "eat out." It is fun to order and to be served. There is the social enjoyment of being in public and observing other people.

OTHER FIELD TRIPS

Primary (Grades 1-3)

- Take a trip to a farm, bakery, dairy, mill, an ice cream plant, or other food processors. Encourage pupils to plan questions in advance. Make posters and murals and write stories about the foods seen or the workers who cooperate to produce or process food.
- You may sometimes have pupils report on places connected with food which they have visited even though the entire class did not go on the trip.

Middle Elementary (Grades 4-6)

- After field trips to places where food is grown or processed, discuss the importance of the foods seen by the class. How are the foods served? Are they well liked? Are they eaten by all ages? For example, following a visit to a flour mill, pupils might show different uses for flour. The trip to the bakery might lead them to make a list of favorite foods they like to eat with bread. A large poster might be made with a loaf or slice of bread in the center. Each child could add an illustration showing a different food combination using bread. Discuss reasons why people like bread. How many kinds of bread does the baker make? Have the children tasted all kinds?
- Many children at this level will take a great interest in making a model showing how food is grown; what happens at the mill; what happens at the bakery; in the grocery store; and finally how food is served at home.

Upper Elementary and Junior High (Grades 7-9)

- Compare the food needs of workers doing heavy manual labor with those of children. Why do people performing heavy physical labor need more food? How is one food industry related to another? For instance, a trip to the dairy farm might result in a discussion of making commercial ice cream, butter, cheese and other products. Let pupils make posters showing dairy foods—ice cream, cheese, butter and similar dishes. Discuss the importance of milk. Talk about different ways to get milk into the diet. In what dishes is milk used? How is the dairy industry related to other food industries?
- Assign special reports on dairy foods, such as pasteurization, kinds of cheese one can buy, kinds of milk drinks and different forms in which one may purchase milk.

FOOD SELECTION AND MEAL PLANNING

Even children in the primary grades are not too young to begin the development of good food habits as related to food selection. Most all children are faced with the problem of accepting or rejecting foods. At home there may be many factors to influence food choices. Parents and older brothers and sisters may play an important part. But away from home —visiting, in the school cafeteria, lunchroom, restaurant or soda fountain—the child often has a wide choice of how much and what foods to eat.

Many suggestions are given on these pages for activities which will strengthen your program to develop better habits of food selection. You will think of others to meet the specific needs of the pupils in your classroom. Here are some of the expected outcomes which you should work toward:

1. Increased understanding and recognition of the importance of the "Basic 7" food groups.
2. Greater acceptance of nourishing foods which may have been previously rejected or unknown.
3. Increased understanding of how food affects growth, looks, vitality and well-being.
4. Increased knowledge as to what constitutes an adequate diet.

- Let children color and cut out the pictures of food in the *Make-A-Meal Book*. The illustrations may be used in many ways. (Refer to *Eat to Live* for a complete discussion of the "Basic 7" food groups.) Ask children to select the foods they would choose for different meals for the day from the "Basic 7" groups. Children can make plates or they can bring paper plates to "hold" the food. The edges of plates may be decorated. Help children examine the day's meals they have planned and discover what foods are left out. Then change the meals accordingly.

- Children may make posters showing different foods for different occasions. For example:

  "Food Taken on Picnics" • "Food to Take on Trips"
  "Food Eaten at Ball Game" • "Food for Parties"

- Using illustrations of food, let pupils make "Basic 7" wall charts. Plan food notebooks — with the class—for stories written and illustrated by pupils about why they need a variety of food instead of just one kind.

- Ask children to plan a full day's meals. Discuss meals from the point of view of including some food from each of the "Basic 7" food groups at least once during the day. Leave out foods from one or more groups, and let children hunt for the "missing food group." Talk about "snack" foods and when they should be eaten. How much does the class spend for "snacks"? What foods in "Basic 7" could be eaten for snacks?

- Make painted clay or papier-mache or plaster-of-Paris food models. Use them in special exhibits and

- Plan complete daily meals using colored drawings from the *Make-A-Meal Book*. Older pupils can plan meals from the point of view of preparation—variety in flavors, textures and colors, as well as the need to include foods from all food groups.

- Let children make paper or woven place mats with a "Food for Health" theme, which may be used for "tasting" parties, or for special parties for other classes, or for parents on visiting days.

PRIMARY (Grades 1-3)

"Cold Weather Food" • "Summer Food"

- Plan food "tasting" parties to introduce "new" foods the pupils haven't eaten.
- Ask children to compose rhyming poems about their favorite meals and about the foods they eat. Find plays about food and health and let pupils act out the plays. Puppets may be brought from home and used. Let children put on a puppet show for the class about foods for breakfast, lunch and dinner.
- Talk with children about how food makes them grow. Have them cut out pictures of healthy children from magazines. Make posters showing healthy, happy children and the foods they eat.
- Keep a record called a "Class Food Diary" and add names of each new food as a child reports eating it for the first time. Discuss the food and where it is found in "Basic 7." A large chart posted in the classroom might be used. A special symbol, such as a star, could be put by a child's name when he eats a new food.
- Discuss the relation of food to growth of bones and teeth. What foods are especially needed to help build good teeth? Why is it important to brush teeth after eating as often as possible? Why chew foods thoroughly before swallowing? Why is it a good health rule to have a dentist check teeth regularly?

MIDDLE ELEMENTARY (Grades 4-6)

displays, illustrating the foods children need during the day. Or, clip illustrations of food from magazines and mount on cardboard.

- Ask children to bring pictures of meals that they see illustrated in magazines. Discuss these. Combine illustrations of breakfast, lunch and dinner and see if all "Basic 7" foods are represented during the day.
- Make a large class notebook for colorful pictures of:

  "Favorite Breakfasts"
  "Favorite Lunch Box Meals"
  "Sunday Dinner"
  "Favorite Birthday Dinner"

  Tell why these are good meals.
- If cooking facilities are available, let children plan and make simple food products—cookies, salads, puddings, sandwiches and so on. Packaged mixes, such as chocolate drink mix, may be brought and the products prepared at school. Mothers will often help.
- If there are children of different nationalities, let pupils write or tell about, or illustrate different foods eaten in their homes. Perhaps parents of different nationalities might talk to the class.
- Let children write and "act out" playlets showing different families at mealtime. The "family" can talk about how good the food is and compliment the "mother" on the way it is prepared. Points should be made about hot and cold food, raw and cooked food, and different colors of food. Good table manners may be learned as children discuss food service.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

- Let children make wall charts showing the "Basic 7" and discuss the nutrients important in each group. What do the nutrients do for the body? A different poster might be made for each of the food groups.
- Discuss "snack" foods such as candy and carbonated drinks. Explain why these foods should be considered only after a variety from the "Basic 7" has been eaten—to avoid leaving out needed protective foods. List ways of learning to like new and different foods or combinations.
- If a portable cooking unit is available, let children prepare simple meals. Rotate assignments so different students clean, cook and serve. Homemaking students from high school might help. Show different ways of cutting and serving raw vegetables. Ask children to look in magazines for new foods and new ways foods are prepared.

HOLIDAY FESTIVITIES AND FOOD

PRIMARY (Grades 1-3)

- Ask children to list favorite foods for different holidays. Make posters showing traditional foods served on different occasions. Different groups could make posters or class notebooks illustrating assigned topics. Simple stories may be written concerning the way different foods came to be associated with different holidays and special occasions. Playlets on the subjects could be presented by the pupils.

Consider these topics:

"Christmas Foods"
"Foods for Thanksgiving"
"Eastertime Favorites"
"George Washington's Dinner"
"Fourth of July Picnic"
"Halloween Tricks and Treats"
"Valentine Party Foods"
"New Year's Eve Supper"

MIDDLE ELEMENTARY (Grades 4-6)

- The first of the school year, start a "Holiday Food Book." Add pages on different holidays as they come up. Pupils can bring illustrations for the different occasions, cut from magazines and newspapers. Include stories as well as pictures about food for different holidays. Talk about where the different foods are located on the "Basic 7" chart. Arrange special displays on the hall bulletin board or school lunchroom a few days before specific holidays.
- Examine the historical approach to holiday foods — how were the foods grown, prepared, eaten in times past? How did traditions develop about food? An opportunity for narration, playlets, poems, posters.
- Discuss how we prepare and serve food compared to the way our forefathers and our grandparents prepared it.

  Pupils may develop a program about the history and tradition of holiday foods and present at assembly or over the local radio or television station.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

- Plan holiday parties. Let children fix light refreshments. Make simple rolled cookies or open-faced sandwiches and cut in shapes appropriate to the holiday theme. Plan family menus using foods associated with the occasion. Check to see where different holiday foods fit into the "Basic 7." Discuss what is being served in other countries.

  When this isn't possible, perhaps a group of mothers can serve food for special occasions.
- Lead pupils to plan inexpensive ways to add a festive note to holiday meals. Ask them to look through magazines to see how editors have glamorized platters of simple food to make it "party-like" for the special holiday. Pupils could make inexpensive centerpieces in art class to use on the table at home to make mealtime more enjoyable. Talk about the way an attractive table increases our appreciation of food.

ARITHMETIC AND FOOD

PRIMARY (Grades 1-3)

- Display the "Basic 7" food group chart. Let the children use the seven food groups—and foods within each group—to count, add, subtract. Using the illustrations in the *Make-A-Meal Book*, the food groups may be counted into baskets as the class discusses each one. Illustrations of food may later be used to make up meals—counting foods shown, adding and subtracting to make "balanced" meals.

- Discuss the way foods are sold—eggs by the dozen, meats by the pound, milk by the quart. Why are these units of measure used? How does one measure differ from another? Illustrate.

- How many different kinds of food did pupils of the class eat during the week? How many times did they eat these foods? How many had bread, cereal, meat, eggs, vegetables and milk? How many glasses of milk did the whole class have during one day? How many of each of the foods classified by the "Basic 7"? How many foods from the "Basic 7" were omitted? How much more of certain foods do pupils need to eat? Make a class chart and let pupils record this information.

MIDDLE ELEMENTARY (Grades 4-6)

- How much does a glass of milk cost if a quart costs 25c? Take the food page advertisements to find prices for different foods. Figure prices for individual servings of food. Figure cost for the class.

- Ask pupils to bring empty tins, cartons and boxes with food labels to class, until enough material is collected to set up a "store." Let students practice buying and selling, according to how they should eat foods for good health. Foods may be labeled with prices for pupil "homemakers."

- Set up a mock cafeteria. If vegetables cost a certain amount, meats another, salad ingredients a different figure, milk, dessert and beverages all at different prices—how much does the pupil's own meal cost? Children "select" good meals and price them.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

- What are the most important expenditures in the family? Let each student make up a budget for himself. What things are actually needed? Which ones are really luxuries? What would be the effect of skimping on food, clothing and other necessities?

- How many fathers and mothers, brothers or sisters of pupils are in some way engaged in the food business — farming, buying, selling, working, shipping, packing or in restaurants? The story of each might be told from personal experience—how a food is bought, sold, priced, shipped.

- Ask the school lunch manager for some of the food cost figures. Use these to work out arithmetic problems. For example, if she buys 40 loaves of bread and each loaf serves 10 pupils, what is the cost per pupil? How much food is bought in each of the "Basic 7" groups?

USING NEWSPAPERS AND MAGAZINES

PRIMARY (Grades 1-3)

- Ask pupils to clip pictures of food from newspapers and magazines. Bring them to class and tell stories about them. Teachers could "print" the stories in a big class food book.

- Store food pictures in a food train made of packing boxes, with nine "cars." Label each box with the name of one of the "Basic 7" food groups. The eighth box would be labeled with the words, "More Than One," to hold foods which are a combination of two or more of the "Basic 7." The ninth could be labeled "extras" to include candy, soft drinks and other foods not in the "Basic 7." Let pupils decide where each picture goes. The foods in the train may be used in many ways, in many activities—such as making posters, playing games and planning illustrated talks. These illustrations may be used in discussing the relation of dental health to eating practices.

MIDDLE ELEMENTARY (Grades 4-6)

- Ask pupils to bring both pictures and stories about food which they find in newspapers and magazines. Let each discuss the story or picture he brought with the rest of the class. Make a special bulletin board display with "Food in the News" on which clippings are mounted.

- Clip food advertisements from newspapers and let children compare prices. Discuss reasons a food store advertises and why homemakers watch newspapers to see when they can get more for their money. Discuss other kinds of advertising used by food stores and manufacturers — radio, television, billboards and circulars.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

- Ask pupils to write stories for use in newspapers about the activities being carried on in class—to build good eating habits and learn more about food. Send the best stories to the editors so that the community may be better informed about your class projects. Let pupils plan a class food and health newspaper. The "paper" could be duplicated so pupils can take copies home to parents. Include stories on how foods make children grow; why a selected variety of foods is needed; how pupils learn to like new foods; food activities going on in the classroom; stories on the school lunchroom; and stories about the kind of lunches to eat at home. Children might write stories about "when to eat sweets and soft drinks—and when to use allowance money for these foods."

USING RADIO AND TELEVISION

PRIMARY (Grades 1-3)

- Ask pupils to name foods which they hear mentioned on the radio or on television programs. Tell when these foods may be eaten and what other foods may be eaten with them. Find where these foods would be located on the "Basic 7" chart. Discuss where the foods are grown or manufactured.
- Pupils might rehearse or act out simple health plays for radio or television.
- Talk about snack foods which pupils eat while watching television or listening to the radio. Lead children to understand why these foods should be eaten only after regular meals so that they get all the foods their bodies need for proper growth.

MIDDLE ELEMENTARY (Grades 4-6)

- Arrange for committees of pupils to be interviewed about class health and food study on radio or television programs.
- Let pupils write playlets about food and present as a "live" television program for other classes, school assembly, a parents' meeting or club group. These playlets might be planned around the "Basic 7"; around favorite foods of the community; about foods of different nationalities; about foods for good teeth; about foods in different historical situations; about farmers, grocers, bakers and other people who work with food.
- Ask pupils to keep a list of foods they see on television or hear about on the radio which are new to them. Collect these foods names in a book. Perhaps a radio or television interview-type program might be developed with a local station where pupils could present these new foods and ask questions about where they are grown, how they are processed, prepared for the table and other facts of interest.

UPPER ELEMENTARY and JUNIOR HIGH (Grades 7-9)

- Ask pupils to write sample radio commercials about food. Assign different groups different kinds of food products, like cereals, bread, milk or pudding. If available, use a tape recorder and play back the continuity to class for discussion.
- Let pupils write script for television or radio programs and check to see whether local stations will present their work. If not, the programs may be given for other classes or for the school assembly. Some pupils serve as actors, some work on sound effects, etc., to complete the program. A tape recorder may be used to advantage – if you have one.
- Arrange for the appearance of pupils as guests on television food programs, to assist in making simple recipes such as cookies. Other pupils might show the "Basic 7" chart and tell why all of the foods are important to proper growth and development.
- Arrange a visit for pupils at a high school foods class and ask them to report on what they learn, as the basis for a program.

HOW TO WORK WITH NEWSPAPER EDITORS AND BROADCASTERS

- **Newspaper Editors**—Most newspapers welcome school news—as part of their coverage of community affairs. In some cities, you will find a "school editor" on the staff. But most newspapers do not have enough manpower to "cover" school activities. So, it is up to you to provide the information and get it to the paper. Here is how you go about it:

1. In small towns, call or stop by to see the editor. In larger cities call the newspaper to see who handles school or educational news. Tell the editor about the activities and projects conducted in your class or school—so he can decide if they will be of interest to readers. Ask him how he would like reports submitted. Sometimes a reporter may be sent to your school to cover special events. But usually the editor will give you a date or a "deadline" when you must submit material at the newspaper office.

2. When you prepare stories or direct pupils in the preparation of stories, keep these points in mind:

   a) *Accuracy*—Check to see that all facts are correct—dates, names, addresses, spelling of names, time and place.

   b) *Interest*—Present news which you think will be of most interest to readers. Use as many names as possible.

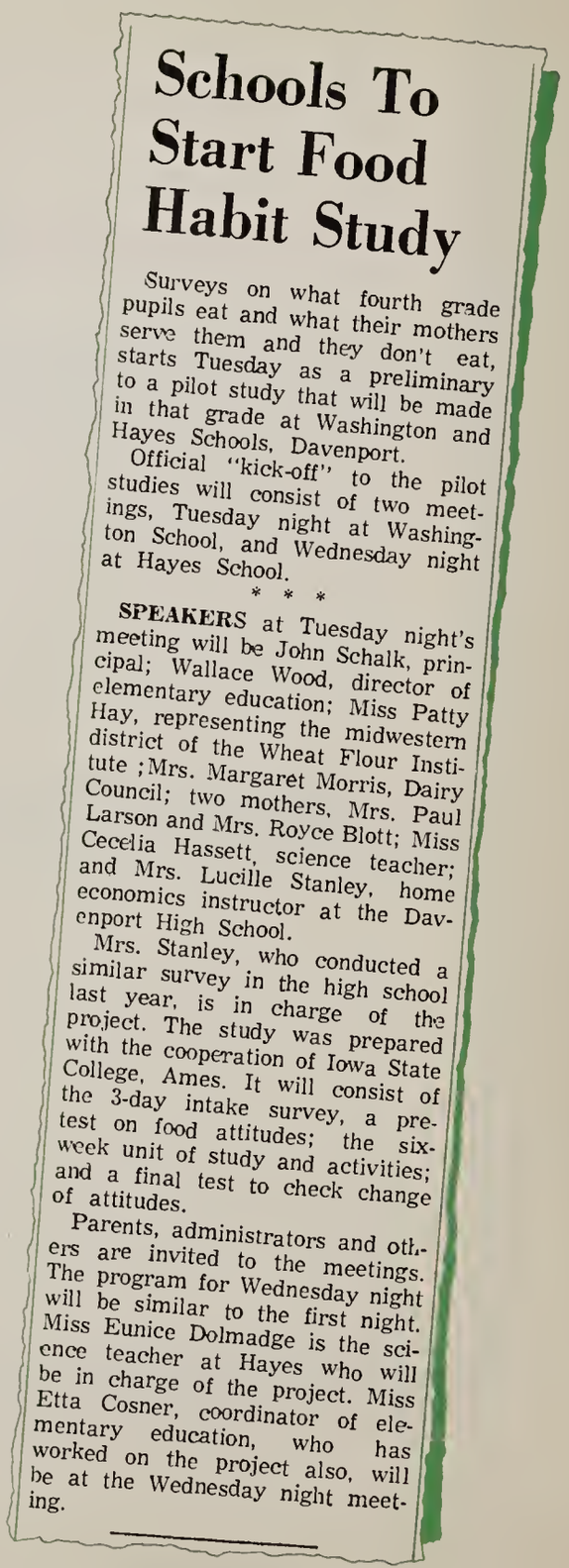
   c) *Brevity*—Newspapers are usually crowded for space, so present your facts in as brief a form as possible, but still give complete information.

   d) *Form*—Present the story in typewritten form, double-spaced, written as nearly like the stories in a newspaper as possible. Usually someone in the principal's office or in a typing class will be glad to type the story for you. When the story has to be presented in long hand, be sure it is clearly written or printed by hand.

3. *Follow-through*—Call or write the editor and tell him you appreciate his running stories about your school activities. You will find him even more helpful to you when you show your appreciation for his cooperation. The newspaper editor is a good friend to have in the community.

- **Radio and Television Broadcasters**—Most broadcasters will be glad to give you "air" time for school activities. Call the program director and discuss your ideas for programs in which your pupils would participate. Often, the director will suggest specific interviews and other kinds of programs which would be especially worthwhile.

  It is a good idea to let pupils rehearse so that they will "speak up" when participating in the finished program. Some teachers have found it very worthwhile to use tape recorders for practice sessions. The recordings are played back and pupils analyze the program to see where it can be improved.



Schools To Start Food Habit Study

Surveys on what fourth grade pupils eat and what their mothers serve them and they don't eat, starts Tuesday as a preliminary to a pilot study that will be made in that grade at Washington and Hayes Schools, Davenport.

Official "kick-off" to the pilot studies will consist of two meetings, Tuesday night at Washington School, and Wednesday night at Hayes School.

* * *

SPEAKERS at Tuesday night's meeting will be John Schalk, principal; Wallace Wood, director of elementary education; Miss Patty Hay, representing the midwestern district of the Wheat Flour Institute ;Mrs. Margaret Morris, Dairy Council; two mothers, Mrs. Paul Larson and Mrs. Royce Blott; Miss Cecelia Hassett, science teacher; and Mrs. Lucille Stanley, home economics instructor at the Davenport High School.

Mrs. Stanley, who conducted a similar survey in the high school last year, is in charge of the project. The study was prepared with the cooperation of Iowa State College, Ames. It will consist of the 3-day intake survey, a pretest on food attitudes; the six-week unit of study and activities; and a final test to check change of attitudes.

Parents, administrators and others are invited to the meetings. The program for Wednesday night will be similar to the first night. Miss Eunice Dolmadge is the science teacher at Hayes who will be in charge of the project. Miss Etta Cosner, coordinator of elementary education, who has worked on the project also, will be at the Wednesday night meeting.

FOOD GAMES AT SCHOOL

PUZZLES

Ask children to bring colorful pictures of food clipped from magazines. Mount these illustrations on lightweight cardboard and cut to make a jig-saw puzzle.

TWENTY QUESTIONS

Children take turns being "it." The child who is "it" thinks of the name of a food. Others take turns trying to guess "who he is." All questions must be answered "yes" or "no." There will be such questions as:

"Are you a vegetable?"
"Are you sour?"
"Are you eaten at breakfast?"
"Are you red?"
"Can you be eaten raw?"

The child who guesses the correct answer takes the next turn of being "it."

FOOD BINGO

Make bingo cards showing illustrations of food in the squares instead of numbers. When the teacher calls out the name of a food, the child who has that food on his card places a kernel of corn or some other small object on the appropriate square. The child who has a complete row of squares covered, either going across, up and down or diagonally, wins the game.

MIXED-UP WORDS

Write "mixed-up" words on the blackboard or duplicate lists and distribute to children. Let pupils unscramble the letters to make words which are names of food. Here are examples:

iklm	milk
draeb	bread
gge	egg
epalp	apple

SPELLING BEES

Keep word lists of foods and words connected with foods. Use these with teams of spellers.

FOOD CHARADES

Pupils can take turns acting out something to do with food, such as making a cake, peeling an apple and so on. Whoever guesses the answer has the next turn being "it."

SCRAMBLED SENTENCES

Make sentences about food and health. Mix up the words. Let children rearrange the words to make sentences. Examples:

breakfast milk drink for I
I drink milk for breakfast.

us grow helps food
Food helps us grow.

NAME A FOOD

Divide the class into two teams. Let the captain of each team stand at the blackboard. Determine who is first by drawing straws or flipping a coin. The one who wins names a food and writes it on the blackboard. The first person on the other team must name a food which begins with the same letter that the name of the other food ends with. For example, if the player in team 1 said, "carrot," team 2 could list "tomato." Then team 1 could say, "orange." Let the captain of each team write the name of the foods called by the players on his team. Each child in each team has a "turn." If the player whose turn it is cannot think of a food, then that player is "out" of the game and the team loses the turn to the other side. If neither side can think of a food, then the first team to miss names any new food, and the game progresses as before. The winning team is the one which eliminates the players from the opposing team.

GUESS THE FOOD

Place individual pictures of foods in a large box. Let one of the pupils go to the box and draw out a picture, shielding it from the rest of the class. He should then describe the food. The child who guesses it is the next one to go and draw a picture from the box.

OTHER RELATED FOOD AND HEALTH EXPERIENCES

HOUSEHOLD PETS AND ANIMALS

- Ask children to discuss the care, hygiene and food needs of pets. What kinds of foods do animals eat—dogs, cats, cows, chickens and horses? Discuss wild animals and those at zoos and the foods these animals need. How are food needs of children different from those of animals? How are they the same? Study labels on packaged food for pets.

WATCHING PLANTS GROW

- When class time permits, plan special study units on different kinds of food, such as meat, wheat, milk.

- Begin a unit on wheat by planting wheat kernels and watching them grow. Plant seeds of wheat (kernels) in a glass jar, arranged so they may be seen under the soil inside the glass. Shield the outside of the jar from light. Remove the wrappings from time to time. Children can watch roots develop. Shoots grow and become green as they reach the light at the surface. Write to a flour mill, grain elevator or seed dealer to get wheat kernels. Show pupils that plants are living things, too, and require food from soil, water, air and sunshine just as children do.

- Discuss the wheat farmer, the miller and the baker, showing how they all work together to provide us with bread. Show movies or filmstrips.

- This unit could include trips to a wheat farm, mill or bakery. Bakers will sometimes cooperate by baking miniature loaves of bread for pupils.

- Ask children to bring pictures of all the different foods they can find which are made from flour.

FOOD TASTING PARTIES

- Plan mid-morning and mid-afternoon snacks to introduce pupils to new kinds of foods. Fruit juices, carrot sticks, radishes, celery and other vegetables and fruits can be served.
- Talk about different kinds of food and plan to serve those foods children have not eaten or have not learned to like.
- Let children wash, prepare and serve the food. You can stress other good health rules, such as clean hands and proper garbage disposal.
- Pupils can make posters and write about their "parties." Encourage the children to "take home" what they have learned. Many inexpensive foods may be introduced into family service in this way.

SCHOOL AND HOME GARDENS

- In many sections, it is possible for children to work in and care for school or home gardens. Interest and enthusiasm for food quickens when a child plants seeds and watches growth. Many new foods from a garden will be accepted by children simply because they had a hand in the planting, cultivation and harvest. Children like bringing foods they have grown to the classroom for "tasting" parties.

  Vocational agriculture teachers and high school students will often help in planning and establishing gardens. At school, it is a good idea to work with several classes—assigning plots to different grades. Older pupils help younger ones and all classes work together toward a common goal.

CLASS RECIPE BOOK

- A good activity for middle elementary and older pupils is a class recipe book. Ask each child to bring two recipes for favorite dishes from home. Let each pupil tell about the dish and what it has in it. Find where all of the foods used are located in the "Basic 7." Let each pupil combine all the recipes in a little booklet to take home. The title could be *Favorite Dishes of the Fifth Grade*. Each pupil can autograph the recipes he brought.

Evaluation

The time always comes to a teacher when she asks herself, "How am I doing?" You want to know your success in a program to teach better eating habits as part of health.

Food differs from many subject areas because it is a continuing experience. You not only have the problem of teaching facts, but also of overcoming habits and supplanting them with something better. Your efforts spread beyond the classroom into the home and the pupil's daily living.

Turn back to the beginning of this booklet and review once again "What Your Pupils Gain" when you teach "Food for Health." In one way, the points listed as "gains" for the pupil are a statement of goals.

How far has your class progressed in:

- *Attitudes*—respect for the way food helps them grow and build strong bodies.
- *Improved eating habits*—shown by before and after eating habit surveys, and by consumption of lunchroom or lunch-box foods.
- *Better health*—shown by school nurse records, dental examinations, rate of absenteeism, height-weight records.
- *Vigor and mental alertness*—shown in pupil response and interest, less fatigue, and perhaps even in ease with which school work is accomplished.
- *Temperament and disposition*—shown in growth of cheery, happy atmosphere of the classroom.
- *Food knowledge*—measured by fact tests, records of food selection, and increased interest testifying to a pupil's recognition of the importance of food.
- *Response*—of other teachers, parents, school administrators, the community and its resource people. An improvement in their attitude toward your program reflects your success.

Surveys, tests, records and other written material are easy to check and compare. But it is more difficult to recall how the class reacted three months ago, how many children appeared listless in the morning hours, the outbursts of petty irritation. Another kind of record might be made—with the help of pupils. Call it your "Food Project Diary." Ask students to report how they feel, what they think, how they act. How many students feel one way, how many act another way? A few notes daily or weekly may give you a later indication of the strides forward during a semester.

If your school provides a tape recorder, your food project diary might be set forth in the voices of the pupils themselves, with your prompting.

In fact, the day may come when a "Food for Health" project gets completely out-of-hand—much to your personal satisfaction. Businessmen, parents, other teachers, school officials, newspapers, radio and television people—almost at any point you may find some key person or group interested in your work. These are the people who want to do things "big" with community or school organization and leadership. And you gain in the resources they provide.


APPLES
EGGS
HAM
BUTTER
ENRICHED
FLOUR

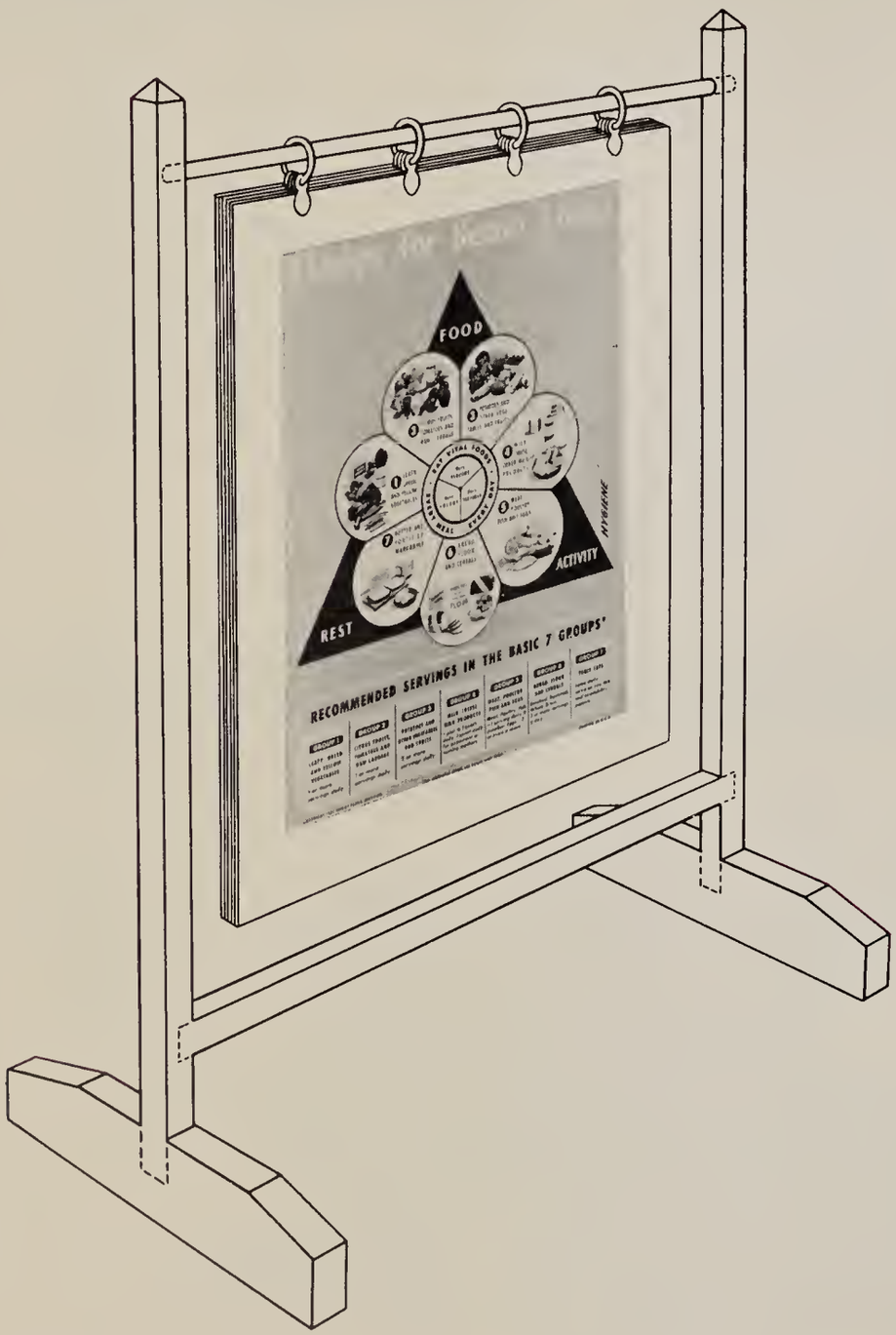
PART III

Materials

DIRECTIONS FOR MAKING FLIP-OVER CHART STAND

PURPOSE

A classroom Flip-Over Chart Stand offers a convenient way of displaying and storing visual materials used in teaching "Food for Health." Posters may be glued or applied to cloth or muslin for greater durability. The stand shown is typical and may be varied in size, materials and construction.



MATERIALS NEEDED

2 lengths 2 x 2" lumber — 52" long.

1 length 2 x 2" lumber — 31" long.

2 lengths 2 x 4" lumber — 24" long.

1 broomstick or dowel rod, ⅞" diameter—31" long.

4 loose-leaf binder rings, 2" diameter or larger.

1 box gummed cloth hangers with brass grommets.

Glue, nails, hammer, saw, ⅞" auger bit, brace, carpenter's square, chisel, sandpaper, paint or varnish or shellac.

ASSEMBLY

1. Saw and chisel out 2" slots, 1½" deep, in center of 2 x 4" pieces for 2 x 2" uprights.
2. Plan and shape base pieces as shown if desired.
3. Drill ⅞" holes, ⅝" deep, 3" from top end of 2 x 2" uprights as shown. These holes are for broomstick or dowel rod.
4. Shape top of uprights as shown, if desired.
5. Saw and chisel 2" slots ⅝" deep 6" from bottom end of uprights as shown.
6. Glue and nail uprights into base pieces.
7. Glue and nail crosspiece and rod into uprights, after sanding ends of rod for easy fit, if necessary.
8. Sand completed stand and apply paint or clear finish.
9. Apply hangers on posters, taking care to space evenly. Place tabbed posters on rings as shown.

DIRECTIONS FOR MAKING FLANNEL BOARD

PURPOSE

Flannel board has been used for many years to illustrate stories and talks with pictures and diagrams. Use of the board depends on the fact that flannel adheres to flannel, sandpaper or a flocked surface. A piece of stretched flannel or even a blanket may be used for the background. Other flannel, sandpaper or flocking is glued to the back of moveable pictures and diagrams. A speaker may press this illustrative material into any position on the flannel board and remove it at will.

The portable flannel board shown here is an efficient unit easily constructed in a school workshop. It consists simply of two panels of plywood covered with flannel and framed. Size and detail may be varied as desired. As a hinged unit, the flannel board shown will stand easily on a desk top or table.

MATERIALS NEEDED

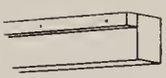
4 lengths 1 x 2" lumber — 36" long.
4 lengths 1 x 2" lumber — 18" long.
4 lengths ½ x ½" lumber — 36" long.
4 lengths ½ x ½" lumber — 18" long.
8 lengths 3/16" molding — 35" long.
8 lengths 3/16" molding — 17" long.
2 panels 5/16" plywood — 17 x 35".
2 pieces of flannel — 19 x 37".
3 hinges, 2" size.
2 small hooks and eyes
1 screen door handle.

Glue, ¾" finishing nails, 1" finishing nails, carpet tacks, brads, hammer, saw, mitre box, carpenter's square, sandpaper and paint or clear finishing material.

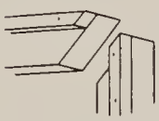
Note: Picture molding with ½" rabbet may be used to construct the frames. This will replace the first four items listed above. But it will generally be more expensive. A local lumber dealer may have odd-size pieces of lumber that can be adapted to build the frames.

ASSEMBLY

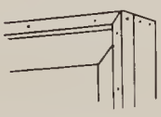
1. Glue and nail ½ x ½" strips flush to the edges of the wide side of the equivalent lengths of 1 x 2" lumber.



2. Mitre ends 45° with thick edge on the outside dimension of the frames.

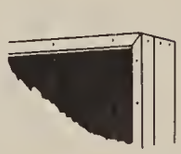


3. Glue and nail mitred ends to make 2 frames with offset in which panels will be placed.



4. Check to see that plywood panels fit frames. Stretch flannel over plywood, overlap and tack on opposite side.

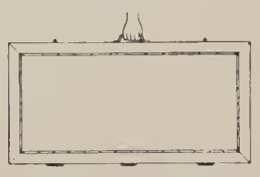
5. Place panels in frames, flannel side up and nail at edges. Trim lapped-over flannel on back with razor blade.



6. Mitre ends of molding and nail into offset, both flannel side and wood side, to finish.

7. Hinge frames with flannel surfaces facing. Install hooks, eyes and handle as shown.

8. Sandpaper and apply paint or clear finish. Decorative wallpaper may be used on outside panels.



FOOD SURVEY FORMS

All forms are planned so they can be reproduced by spirit or stencil duplicator on single pages, using a standard elite-type typewriter.

These forms will help you carry out a 3-day class food survey. They are simple and relatively easy for pupils to fill out and score. The forms serve only to indicate children's eating habits in a general way—plus and minus. If you have time or help, you may want to score the diets yourself. The important thing is to stimulate in children the interest and desire to improve eating habits. If children take part in all steps of the project, it may be more helpful to them.

Other, more detailed food survey forms have been developed by state nutrition committees and curriculum specialists, and some companies. Refer to page 49 for additional sources of material.

Form No. 1 — FOODS I ATE FOR 3 DAYS

1. This form will be used by pupils to record basic information necessary to score their diets on Food Survey Form 2.
2. Give one form to each pupil to write down names of regular and between-meal foods eaten both at home and school. Emphasize accuracy. You may want to give the form to pupils on Friday evening and instruct them to begin keeping it on Sunday. Then you will have representative days—one weekend day and two week days. This choice of days has been shown to give a representative sampling of pupils' eating habits. A suggested letter soliciting parents' help in keeping the record is given on page 46.
3. Many teachers keep their own food records during the 3-day period right along with pupils—to create more interest and let children realize the importance of the project.

Form No. 2 — MY FOOD SCORE FOR 3 DAYS

1. This form is provided so that pupils may score their own diets.
2. Give one form to each pupil. It should be checked in class under your supervision. The first column contains a list of common "Basic 7" foods. This is valuable as a reference so pupils can readily see to which group each food belongs.
3. In the second column pupils mark an X or color the squares for each serving of food eaten *up to* the number of servings needed as listed in the third column. Extra servings do not count except that extra servings in the leafy, green and yellow vegetables of Group 1 may be counted in meeting the requirements for Group 3.
4. With foods such as mixed fruits or mixed vegetables, count only 1 serving even though more than one kind of food is included. In the case of a serving of a meat and vegetable stew or certain casserole dishes, you may often count 1 serving of vegetables and 1 of meat. Pupils will need your help especially on combination dishes.
5. After all information from Form 1 is transferred to Form 2, pupils then add the squares and enter the total in column 4 to give the number of servings eaten in each group during the 3-day period. By subtracting the number of servings eaten from the number needed, the figure in the last column is found—showing the number of servings in each group which the pupil needs to add.
6. Add numbers in the last column to find the total score. The scores can then be rated as indicated. It is much better to emphasize the food groups which are low rather than the total ratings. So that pupils will not be embarrassed, keep the ratings confidential and talk about the class as a whole rather than individual pupils. Pupils, themselves, will know the groups in which they are short.

Form No. 3 — CLASS SUMMARY SHEET

Use this form to summarize all of the class scores. Record the information in the last column of Form 2 on this sheet. This gives you all scores and ratings for each pupil. This information may be used in presenting summary reports about the class project—through posters, exhibits, publicity and through other reporting methods. Keep the summary sheet itself confidential as to individual names and ratings.

Food Survey Form No. 1

Date_____

Name_____

Grade_____

FOODS I ATE FOR 3 DAYS

Note to Pupils: Write down the names of all the foods you eat during the three days. Be sure and tell what kind of sandwich, salad, soup or vegetable. Your record is easier to keep if you write down the names of the foods just as soon as you finish eating.

	Day 1		Day 2		Day 3	
	Food	Servings	Food	Servings	Food	Servings
Breakfast						
Between Breakfast and Lunch						
Lunch						
Between Lunch and Dinner or Supper						
Dinner or Supper						
After Dinner or Supper						

NOTE: THIS FORM IS PLANNED FOR A DUPLICATOR STENCIL

Food Survey Form No. 2

Date_____

MY FOOD RECORD SCORE
FOR 3 DAYS

Name_____

Scores	Rating
35-38	Good
30-34	Fair
1-29	Poor

Grade_____

This list is divided into "Basic 7" Food Groups--to help you score your diet. Check foods that you have eaten. If you can't find a food, ask your teacher's help.	Color or put an X in squares to show each serving eaten in 3 days.	Number Servings I need in 3 days	Number Servings I ate in 3 days	Number Servings I need to add
GROUP 1-Leafy, Green and Yellow Vegetables Asparagus, green; Beans, green; Beans, lima; Broccoli; Brussels sprouts; Cabbage, cooked; Chard; Collard; Kale; Lettuce; Okra; Peas, green; Spinach; Turnip greens; Other greens; Carrots; Pumpkins; Squash, yellow; Sweet potatoes; Mustard greens	☐☐☐	3 or more		
GROUP 2-Citrus Fruit, Tomatoes and Others Grapefruit; Lemons; Limes; Oranges; Tangerines; Tomatoes; Cantaloupe; Pineapple, raw; Strawberries; Cabbage, raw; Salad greens; Turnip, raw	☐☐☐	3 or more		
GROUP 3-Potatoes, Other Vegetables, Fruit Beets; Cauliflower; Celery; Corn; Cucumber; Eggplant; Onions; Parsnips; Radishes; Rutabagas; Sauerkraut; Squash, summer; Turnips, cooked; Apples; Apricots; Avocados; Bananas; Berries; Cherries; Cranberries; Figs; Grapes; Peaches; Pears; Pineapple, canned; Plums; Prunes; Raisins; Rhubarb; Watermelons	☐☐☐ ☐☐☐	6 or more		
GROUP 4-Milk, Cheese, Ice Cream Milk; Cheese; Cottage cheese; Ice cream	☐☐☐☐☐ ☐☐☐☐	9 or more		
GROUP 5-Meat, Poultry, Fish, Eggs, Dried Peas and Beans, Nuts Meat; Chicken; Turkey; Fish; Peanuts; Peanut butter; Nuts; Dried peas; Dried beans	☐☐☐	3 or more		
Eggs	☐☐	2 or more		
GROUP 6-Bread, Flour and Cereal: Whole Grain, Enriched or Restored White bread; Whole wheat bread; Breakfast cereal; Rolls, Biscuits; Cornbread; Rice (brown or converted)	☐☐☐ ☐☐☐ ☐☐☐	9 or more		
GROUP 7-Butter or Margarine	☐☐☐	3 or more		

NOTE: THIS FORM IS PLANNED FOR A DUPLICATOR STENCIL

I need to eat more in Groups_____

TOTAL SCORE....

RATING.....

Food Survey Form No. 3

CLASS SUMMARY SHEET
(For 3-Day Record)

Teacher_____ Date_____

School_____ Grade_____

Pupils Name / Food Group No. / Maximum Score	Pupil's Scores for each of the Basic 7 Groups: I (3)	II (3)	III (6)	IV (9)	V (5)	VI (9)	VII (3)	Total Score (38)	Rating: 35-38 Good; 30-34 Fair; 1-29 Poor
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
Count number of pupils needing improvement in each group									

NOTE: THIS FORM IS PLANNED FOR A DUPLICATOR STENCIL

Number of pupils with Good Rating____; Fair Rating____; Poor Rating____.

SUGGESTED LETTERS TO PARENTS

(Duplicate on school letterhead)

1

BEFORE FOOD SURVEY

SCHOOL LETTERHEAD

Date_____

Dear_____:

_____brought home a sheet for keeping a record of the food he eats for three days. All our pupils are keeping this record in connection with our class study of "Food for Health."

We hope you will check the list to see that it is filled in as accurately as possible.

Thank you so much for your help. We will tell you the results of the class survey and the progress of our "Food for Health" program.

Sincerely yours,

Mary Smith
Teacher

2

AFTER FOOD SURVEY

SCHOOL LETTERHEAD

Dear_____:

Date_____

You already know something of our "Food for Health" project in_____ class in school. We thought you would be especially interested in knowing the results of our eating habits survey.

The class studied the "Basic 7" food guide and decided we would like to measure our own eating habits by it. The "Basic 7" is a plan developed by the Food and Nutrition Board of the National Research Council. Home economists and nutritionists assure us that if we eat a selected variety of foods from the "Basic 7," we can be pretty sure we are getting the foods needed to promote proper growth and development and help us stay in good health.

_____checked his diet for a three-day period and scored it against the "Basic 7." He found that he was getting the recommended amount of foods in Groups _____; but he found that he was not eating quite enough foods in Groups _____.

The "Basic 7" is an easy checklist. You may find it helpful in planning the meals for your family. Here are the 7 groups and the recommended needed amounts.

GROUP 1 — Green and Yellow Vegetables — 1 or more servings daily.

GROUP 2 — Citrus Fruit, Tomatoes, Raw Cabbage, Salad Greens and Similar Foods — 1 or more servings daily.

GROUP 3 — Potatoes and Other Vegetables and Fruit — 2 or more servings daily.

GROUP 4 — Milk, Cheese, Ice Cream — Children through teen-age need about 3 to 4 cups of milk daily. Adults need 2 or more cups of milk daily. (1 oz. Cheddar-type cheese or 2 to 3 large dips of ice cream may be considered the same as 1 cup milk.)

GROUP 5 — Meat, Poultry, Fish, Eggs, Dried Beans and Peas, Nuts — 1 serving of meat, poultry or fish daily if possible; 4 or more eggs per week; 2 or more servings a week of dried peas or beans or nuts and peanut butter.

GROUP 6 — Bread, Flour and Cereals — Whole-grain or enriched or restored — 1 serving at each meal.

GROUP 7 — Butter and Fortified Margarine — some daily.

We thought you would like to have this information. We need your help in guiding children into good habits of food selection. Children, for one reason or another, often reject foods which are set before them. We can't always do anything about it at the time. But perhaps the check which the children themselves made of their eating habits will help create an interest and desire to eat the kinds of foods they need.

We would like very much to discuss our program with you and will look forward to visiting with you about it during the next parents' meeting or at another time to suit your convenience.

Sincerely yours,

Mary Smith
Teacher

Notes:

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ADDITIONAL SOURCES OF FREE AND INEXPENSIVE NUTRITION EDUCATION MATERIALS

American Dry Milk Institute, Inc.
221 North La Salle Street
Chicago 1, Illinois

American Institute of Baking
400 East Ontario Street
Chicago 1, Illinois

American Meat Institute
59 East Van Buren Street
Chicago 5, Illinois

Cereal Institute
135 South La Salle Street
Chicago 3, Illinois

Evaporated Milk Association
228 North La Salle Street
Chicago 1, Illinois

General Mills, Inc.
Minneapolis, Minnesota

Kellogg Company
Battle Creek, Michigan

Metropolitan Life Insurance Company
1 Madison Avenue
New York 10, New York

National Dairy Council
111 North Canal Street
Chicago 6, Illinois

National Live Stock and Meat Board
407 South Dearborn Street
Chicago 5, Illinois

Ralston Purina Company
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St. Louis 2, Missouri

Swift and Company
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